

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Other
☐ Charter ☐ Title I ☐ Magnet ☐ Choice

Name of Principal: Ms. Cynthia Ford

Official School Name: Ralph M. Williams Elementary

School Mailing Address:
1700 Clubhouse Drive
Rockledge, FL 32955-6614

County: Brevard State School Code Number*: 05-1151

Telephone: (321) 617-7700 Fax: (321) 617-7703

Web site/URL: <http://www.williams.brevard.k12.fl.us/> E-mail: ford.cynthia@brevardschools.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Richard DiPatri

District Name: Brevard School District Tel: (321) 633-1000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Robert Jordan

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|-----------|---------------------|
| 55 | Elementary schools |
| 15 | Middle schools |
| 0 | Junior high schools |
| 16 | High schools |
| 8 | Other |
| 94 | TOTAL |

2. District Per Pupil Expenditure: 7492

Average State Per Pupil Expenditure: 8868

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 10 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	4	3	7	7			0
K	59	53	112	8			0
1	78	54	132	9			0
2	48	76	124	10			0
3	53	52	105	11			0
4	56	46	102	12			0
5	60	49	109	Other			0
6	60	55	115				
TOTAL STUDENTS IN THE APPLYING SCHOOL							806

6. Racial/ethnic composition of the school:

0 % American Indian or Alaska Native
4 % Asian
17 % Black or African American
8 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
63 % White
8 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 7 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	27
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	30
(3)	Total of all transferred students [sum of rows (1) and (2)].	57
(4)	Total number of students in the school as of October 1.	806
(5)	Total transferred students in row (3) divided by total students in row (4).	0.071
(6)	Amount in row (5) multiplied by 100.	7.072

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 12

Number of languages represented: 4

Specify languages:

Spanish, Vietnamese, Russian, Chinese

9. Students eligible for free/reduced-priced meals: 22 %

Total number students who qualify: 177

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 15 %

Total Number of Students Served: 123

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>5</u> Autism	<u>8</u> Orthopedic Impairment
<u>1</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>28</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>99</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>2</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>39</u>	<u>0</u>
Special resource teachers/specialists	<u>13</u>	<u>1</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support staff	<u>13</u>	<u>12</u>
Total number	<u>72</u>	<u>13</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 21 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	96%	96%	96%	96%	97%
Daily teacher attendance	97%	97%	96%	97%	98%
Teacher turnover rate	7%	2%	4%	2%	4%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	<u>0</u>	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

Ralph M. Williams Jr. (RMW) Elementary School, named in memory of a minority leader for education in the local community, opened its campus in one of the Space Coast's newest development areas with a 940 student station capacity, August, 1999. Located in central Brevard County residential areas, the school accommodates a diverse student population from the Viera East and Cocoa communities. By 2002, Williams Elementary served over 1130 students, grades K-6, thus, necessitating the addition of twelve portable classrooms. The opening of an additional school in Viera West (August 2003) reduced school membership to less than 800 students. In the feeder chain system, RMW sixth graders attend Kennedy Middle or McNair Magnet Schools for seventh and eighth grades. Based on the home residence, area middle school students articulate to Viera High School (VHS) or Rockledge High School (RHS), grades 9-12.

The 2008 AYP Report shows Williams Elementary as meeting 100% of the criteria for all ethnic groups including the Economically Disadvantaged, Students with Disabilities, and Limited English Proficiency. Of the 800 students enrolled in 2008, the NCLB School Public Accountability Report of racial/ethnic groups documents 20% qualified as Economically Disadvantaged, 15% Students with Disabilities, and 2% Limited English Proficient. The minority student composition is 21% Black, 7% Hispanic, 3% Asian, and 6% Multicultural with a total rate of 37%.

The 2007-08 NCLB School Public Accountability Report data for instructional staff shows Williams Elementary as a learning environment that is conducive to learning. Of the fifty-two (52) teachers employed in 2007-08, all are professional service contract employees except one. Of the educators at Williams, turnover is minimal, indicating high satisfaction with the professional environment. The increase in teacher turnover to seven percent (7%) in 2007-08 from two percent (2%) is a result of budgetary reductions for class size instructional allocations in Florida. Teachers have a ninety-seven percent (97%) attendance rate.

In-field teachers who manage one hundred percent (100%) of core academic classes are highly qualified under the NCLB legislation. Seventeen teachers or thirty-one percent (31%) achieved a Nationally Board Certified (NBCT) mentor status as of 2008-09, twenty two or forty-one percent (41%) hold a master's degree (including two administrators), and thirty-two or fifty-nine percent (59%) hold a bachelor's. The administration encourages and supports teachers who apply for NBCT recognition by providing release time to build their portfolios and collaborate with mentors.

In 2005, the William Glasser Institute declared Williams Elementary a Glasser Model Quality School (QS) based on the commitment demonstrated for continuous professional development in the QS theoretical framework and completion of a self-evaluation process. Over fifty percent (50%) of the faculty and staff are certified through the William Glasser Institute in the QS philosophical approach, which provides the foundation for creating and managing a high-quality learning community. A Glasser Quality School status is achieved through the use of rubrics for measuring teacher effectiveness and school performance, motivated by the goal to continually improve, working as a team, and discovering refinements to existing systems. The faculty and staff consistently set high achievement expectations for sustaining classrooms in which students experience success; hence, our vision statement, Ralph M. Williams Jr. Elementary students discover that learning adds quality to their lives.

In keeping with the Quality Schools philosophy, Williams Elementary provides a safe and orderly environment, rigorous curriculum, and opportunities for family involvement as evident in the ratings received from the 2007-08 Client Survey for Brevard Public Schools. Client Survey results show parents marked strongly agree and agree ratings related to statement which indicate provisions are made for sufficient parental involvement opportunities (92%), informative printed communications (96%), holding high expectations for student learning (94%), adequate progress reporting (94%), high quality educational program (95%), and safe & orderly

environment (96%). The quality of technology instruction/equipment (86%) continues to be a priority for school improvement spending and professional development.

The RMW School Improvement Plan goals align with the BPS District Strategic Plan. However, the site-based SIP reflects school-level performance areas targeted for improvement. The data and information from key performance indicators are analyzed by classroom teachers and administrators to support decision making and develop major initiatives to improve student performance. As student performance data are collected, the school plan is adjusted in response to intervention needs.

Each year, Williams Elementary meets the Florida Five Star School Award criteria for its partnerships with community businesses and organizations, in-kind services or financial support received to support school improvement, and family involvement activities. Annually, the Florida Department of Education, Golden School Award is received for the level of volunteerism that is maintained in support of students through active participation by community partners, PTO funding support, District Parent Leadership collaborative sessions, School Advisory Council (SAC) affairs, family education programs, and student leadership activities or clubs, Williams Elementary has the essential components for achieving higher achievement outcomes.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Florida Comprehensive Assessment Test (FCAT) is part of Florida's overall accountability plan to increase student achievement by implementing high standards. The test measures achievement in Reading and Mathematics (Grades 3-10), Science (Grades 5, 8 and 11), and Writing (Grades 4, 8, and 10) by assessing student progress on benchmarks identified in the Sunshine State Standards (SSS). The FCAT-SSS measures individual student performance using achievement levels based on Scaled Scores (100-500) for each grade. Students scoring at Levels 1 and 2 demonstrate non-proficiency with grade level standards, Level 3 and 4 students are proficient, and students scoring Level 5 demonstrate advanced grade level proficiency. Developmental Scale Scores (DSS) are utilized to determine annual learning gains.

The FCAT and curriculum-based assessments aligned with SSS benchmarks are administered throughout the year to measure a student's performance in meeting grade level expectations. The 2008 FCAT Demographic Report confirms Williams Elementary has made steady progress in narrowing the achievement gap. The FCAT is one measure to determine a student's mastery of the state curriculum standards. The goal is for all students who participate in the FCAT assessment to achieve proficiency at Level 3 or above and make adequate learning gains. A student's promotion to the next grade level is determined after analyzing FCAT and curriculum-based assessment data in accordance with the Brevard Public Schools Student Progression Plan.

Florida's A+ Accountability Plan assigns points to schools through a calculation of FCAT SSS results that equals a letter grade. Williams Elementary has attained a Florida "Grade A" rating for seven consecutive years, Adequate Yearly Progress (AYP) for three, and an upper quartile ranking in comparison with other schools in the state. For 2007-08, the school ranks seventieth (70th) in the state of Florida out of 1,728 elementary facilities, and twelfth (12th) out of 55 Brevard Public Schools. The 2007-08 NCLB School Accountability Report for Florida School Grades, <http://schoolgrades.fl DOE.org>, documents that Williams Elementary earned a total of 655 out of 800 points for meeting high standards in reading, mathematics, writing, science, and learning gains. The total required for a grade "A" is 525 or more points. Student data reports document a 96% average daily attendance rate for students. The early developmental screening inventory for entering kindergarten shows that 85 out of 93 students were ready to start school.

School Improvement Plan Performance Summary for Closing the Achievement Gap

2007-08 NCLB Accountability Report data indicates 92% of the Williams Elementary students are meeting high standards in reading, 94% in mathematics, 77% in writing, and 87% in science. Student learning gains are rated at 80% in reading and 80% in mathematics. Seventy-two (72%) of students in reading and seventy-three (73%) in mathematics for the lowest quartile made learning gains. In 2007-08, one hundred percent (100 %) of students were tested. When comparing the 5-year demographic information from 2004 to 2008, every subgroup demonstrated improvement under the Federal No Child Left Behind (NCLB) legislation.

Data trends for subgroups are closely analyzed and monitored. For all subgroups, the percent of students at FCAT Level 1 has decreased; the percent of Level 3 and above has increased. However, the percent of Hispanic students at Level 3 or above notably dropped for 2008, which is inconsistent with the upward trend demonstrated by the low prevalence subgroup over prior years. The cause for the drop is attributed to low language acquisition and non-proficient levels of students in the subgroup. Nevertheless, comparing three-year results from 2006 to 2008, Hispanic students scoring at Level 1 decreased from 14% to 0% in reading and 9% to 0% in mathematics.

2. Using Assessment Results:

Williams Elementary adheres to a continuous progress model of school improvement. Teachers use assessment data to make decisions that improve teaching and learning. FCAT scores are disaggregated annually to identify strengths and weaknesses of students who need immediate intensive instruction to make progress or more rigorous instruction to excel. Immediately upon receipt of FCAT scores in May or June, student data is provided to each teacher for review. Additionally, teachers receive comprehensive performance data for their new class of students in August to assure differentiated, small group instruction begins at the onset of school. Historical data is available for teachers and administrators for identifying trends and self-evaluating practices to improve student performance.

The School Improvement Plan reflects school-level performance areas to target for continuous improvement by all student groups. The data and information from the key performance indicators are analyzed using a variety of methods by classroom teachers and administrators. All teachers participate in “By the Numbers” and “Beyond the Numbers” work sessions. The sessions offer an additional look at data disaggregation of FCAT results and item specifications to guide instructional planning and organization. Inclusion of the Sunshine State Standards, Grade Level Expectations, and BPS Quality Indicators are incorporated in the planning process and documented in each teacher’s daily lesson plans.

Students are frequently assessed formally and informally according to defined expectations by grade level. Frequent forms of assessment provide teachers opportunities to detect learning needs and modify instruction systematically. Computer-based programs such as FCAT Explorer, Reading Counts (Lexile framework), Scholastic Reading Inventory (SRI), Earobics, Rosetta Stone (ELL), Starfall (SWD), Orchard, and Classworks are used to assist learning and monitor students’ progress. Due to data accessibility, teachers can work with students on easily identifiable deficits and build on their strengths to achieve learning gains and proficiency. Individual student Progress Monitoring Plans are written by teachers to specify instructional strategies, research-based materials and targeted interventions for use with Level 1 and 2 low-proficiency students. Performance data are presented in formats that are easy to use and share with parents for greater understanding of their child’s educational needs.

As an additional step for supporting our mission to serve every student with excellence, the BPS created desktop data system. The technology allows RMW teachers and administrators to manipulate data for identifying trends, deficiencies, strengths, and areas for development. The BPS Scoreboard is another technology that provides accessible, multi-year data snapshots to achieve key school performance measures. Annually, the School Improvement Plan (SIP) focuses closely on school level data to identify major initiatives that the faculty undertakes to improve student performance.

3. Communicating Assessment Results:

Numerous professional development activities support school level action plans for improving student performance in a manner that aligns with the district’s strategic goals and objectives. Annually, Role-Alike sessions for elementary principals provide a forum to share best practices for using data to drive decisions. Schools identify Points of Contact whose roles are to train and mentor other teachers in a specific area of academic focus for increase student performance. NBCT and other teacher experts design professional development workshops to address instructional areas that are identified as an outcome of data analysis.

Information pertaining to assessment results and action plans are routinely presented to the School Advisory Council (SAC) and PTO members for input. The NCLB School Public Accountability Report and School Improvement Plan (SIP) are posted on the school web site. The school web site has a comprehensive table of contents and educational links that provide assessment information to parents, students, and community members. A biweekly school newsletter is forwarded to parents electronically, and a Rapid Parent Notification System advertises family education nights and other events that support student achievement.

Family education nights are held to better inform parents of FCAT state curriculum standards and district adopted programs, which are intended to increase parental involvement in their child's education. Example topics for the family sessions include the inquiry learning process using the scientific method, "Stumped on Science" help with science projects, "Science Extravaganza" (hands-on experiments) and Science Fair Awards, FCAT SSS Writing, "Partners in Print" (grades 1 & 2), "Avoid the Slide into Summer" (grades K-6), and Kindergarten Orientation Night.

Keeping parents informed of their child's progress, having access to study guides, upcoming tests, homework/class work assignments, and other school-related news is achieved through the web based Gradequick and Edline programs. Students, grades 3-6, maintain a required BPS Daily Assignment Book to develop skills of independence and manage their work. To strengthen home-school connections, a CRANE (Creating Responsible and Neat Environments) notebook is used by students, K-2, to house their completed assignments, newsletters, parent notes, and schedules. Parent conferencing and Child Study Team (CST) meetings ensure collaborative problem-solving processes are in place for identifying services needed by students to succeed in school.

4. Sharing Success:

Williams Elementary joins three local area elementary schools to form a Professional Learning Community (PLC) that culminates in a mini-conference of 3T workshops (Teachers Teaching Teachers). The conference is held on the district's February Professional Development Day, which provides an opportunity for teachers to share best practices and develop professional relationships. As faculty members among the schools become better acquainted, collaboration increases throughout the year for generating ideas, gathering information, and finding solutions to current issues or topics of interest.

RMW teachers and administrators are frequently requested or selected to serve on district teams and committees. Examples of committee participation include tasks such as curriculum adoptions, planning for curriculum/assessment implementation, instructional pacing, Professional Development Council, charter school reviews, human sexuality curriculum, instructional scheduling for inclusion models, property control, and Gradequick/Edline programs. RMW teacher leaders present at district, state, and national conferences in curriculum areas of mathematics, science, reading, writing, and quality schools education.

In 2007-08, a fourth grade teacher at Williams Elementary was selected as the BPS Social Studies Teacher of the Year, and currently, a fourth grade teacher is a finalist for the National Science and Math Award, to be announced in 2009. The faculty is proud of the competence-based recognitions achieved. Most importantly, our faculty and support staff exerts the time and effort it takes for quality results.

Williams Elementary parents, students, and staff combine efforts throughout the school year to celebrate successes by creating real-life learning opportunities for students. To help build an effective learning environment, the school community sponsors service learning projects. Annually, a team of teachers, parents, and students participate in the "Relay for Life" that generates a sizable contribution for the American Cancer Society. Through projects and associated lessons, our students are taught useful information, in a manner that is meaningful, and in a setting where they feel "safe" to take risks. Field Day, Publix Math Night, festivals, special events, and fund raising campaigns for technology or playground equipment are instrumental in creating collaborative relationships that establish the conditions for quality performance. To illustrate project usefulness, high-performing Rockledge High seniors mentor low-performing RMW students daily at the elementary site, which strengthens connections within the local educational community. Through Partner Plan Grant in 2006-07, Viera High School students improve their own reading skills by reading to subgroup, struggling third graders at Williams Elementary.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The Williams Elementary School maintains focus on students' successes and academics through the implementation of an articulated, standards-based curriculum, safe and orderly school environment, and heterogeneous student assignments. Student assignments are based on previous achievement, progress monitoring data, socioeconomic factors, ethnicity, gender, exceptional education service needs, and class sizes. Teachers establish and communicate high expectations to improve low student achievement, systematically monitor student progress, and utilize the tools of technology. Student Progress Monitoring Plans (PMPs) are an integral part of prescribing interventions in reading and math. Diagnostic assessments are administered at each grade level.

By using data-driven decision-making, systematic approaches, and 21st century technology, our school goal is met for continuously improving student performance and instructional effectiveness. The faculty is comprehensive in their approach when implementing the district's unified curriculum and quality standards of excellence for the core academic areas of reading, writing, mathematics, science, social studies, media library, P. E., art, and music. The adopted curriculum programs for each core academic area align with the Florida Sunshine State Standards; thereby, providing a plan by which the instructional content, scope, sequence, and teaching timeline is defined.

The faculty's goal when implementing the Reading/Language Arts curriculum is to effectively apply an array of instructional strategies combined with an understanding of the individual students in each class and their specific needs at particular points in time. Their aim is for all students to become joyful, independent, readers and writers with equal access to the standards-based curriculum. Annually, a Fail-Safe Literacy System Plan is reviewed and revised that guides the activities of the Reading and Writing Professional Learning Communities who study proven and promising practices. These practices are research-based and focus on literacy development.

Using the core curricular series and differentiated materials, instruction is organized to meet the needs of all readers. Special activity teachers for the library media center, computer education lab, music, art and physical education are connecting points in the instructional processes. However, the library media center is a key program for supporting all areas of the curriculum through print and electronic resources.

By collaborating with grade level teams, special activity teachers design lessons that integrate cross curriculum content and incorporate specific skills to further support student learning. Music, for example, includes integration of materials such as Fifty Nifty United States to teach the names of states, and the America Rocks Series for fifth grade's government unit. The Yamaha Music in Education Keyboard Lab and Orff instruments teach the relationships of measures and notes. Beginning and intermediate strings instruction and the Crane Chorus provide opportunities for students to perform publicly.

The art program series enhances students' ability to celebrate culture and develop natural talent with an emphasis on integration in the areas of art history, critique, and production. Students' work is shown in a variety of venues such as ceramic pieces for parents, kiln dried products, framed wall displays around the school, and mall displays.

Computer software programs assist in building and supporting independent readers. The RMW technology strategy of creating 21st century classrooms is a key driver to better serve students. The BPS Desktop Student Data System, Classworks, Orchard, Scholastic Reading Inventory (SRI), Progress Monitoring Plans are but a few of the technologies that assist our teachers in fully integrating "By the Numbers" and "Beyond the Numbers" training in their classrooms for maximum effect on students' learning. Williams Elementary

implements educational technology standards and leading edge equipment. In our school, whiteboard technology, document cameras, sound enhancement, closed circuit television, and computers ensure our teachers have the tools to interact with the needs of students.

2a. (Elementary Schools) Reading:

The Florida formula for effective reading instruction is dependent on the inclusion of classroom teachers and other professionals to achieve reading success for learners to close the achievement gaps. The formula, 5 + 3 + ii + iii (5 Major Components + 3 Types of Assessment to Guide Instruction + Initial Instruction in K-3 Classrooms + Immediate, Intensive Intervention), depends on screening to identify students who need additional instruction, diagnostics to delineate specific strengths and weaknesses for instructional decision-making, and progress monitoring to measure the success of the interventions used.

Williams Elementary teachers receive professional development and apply research-based practices in the classroom to implement the Florida formula for reading instruction. Our teachers coordinate teaching schedules, differentiate instruction, and create print rich environments. All classrooms, K-6, adhere to an uninterrupted 90-minute reading block schedule that contains whole group, small group, reading comprehension strategies, guided practice, corrective feedback, scaffold activities, skills-based remediation, and interactive literacy centers. The district-adopted reading curriculum, Florida Treasures, Macmillan/McGraw-Hill, provides technology online and Web-Based resources for teachers and students.

When conducting walk-through classroom observations, it is evident that students receive explicit and systematic instruction, utilize a wealth of quality reading resources, and have available leveled books at varying Lexile levels. Students' text difficulty and current reading ability is measured by the Scholastic Reading Program (SRI), a Lexile framework. Lexiles are used to match students to appropriate text inside the classroom, at the library media center, and at home.

Our key goal is to help students acquire the knowledge and skills they need to read grade-level text fluently and with good comprehension. To close the achievement gap, our teachers use a vast array of instructional strategies that increase the percentage of students reading "on grade level" at the end of each year, K-3, and decrease the percentage of students with serious reading difficulties at each grade level annually. When third graders increasingly show improvement on comprehension measures, our teachers acknowledge a measure of success.

The Literacy/Reading Coach utilizes teacher input for organizing professional development activities that are intended to increase teacher competence in areas related to Florida's Formula (phonological awareness, vocabulary, fluency, phonics, and comprehension) for reading. As a result of making the connection between reading and writing across content areas, student performance is improved on the state and district reading and writing assessments.

3. Additional Curriculum Area:

The Science Professional Learning Community at Williams Elementary has three primary goals:

- Create a learning format where students can investigate and appreciate science regardless of reading ability or background knowledge.
- Help teachers effectively fit inquiry-based science into their daily schedule by integrating science into the required physical education time weekly.
- Provide students authentic opportunities to use technology for collecting data, using that data to make inferences about their personal health, and communicate their findings with others.

As a component of the activity rotation, the Computer Lab teacher instructs students in using software programs to assist them in recording, analyzing, and displaying collected data for projects and presentations. A 2008-09

Toyota Tapestry Project was awarded in the amount of \$7,738, “Active-ly” Involved in Scientific Thinking, which provides site-based development of inquiry-based activities for teachers to incorporate in their teaching schedules.

Additionally, a 2008-09 Harris Critical Needs Grant in the amount of \$1150 funded STEM (Science Technology Engineering Mathematics) Festivals for families in the community of Williams Elementary, which provides hands-on, quality activities designed to promote interest and understanding in STEM fields. The series of festivals are Build-It, Math around the World, Contraptions, Electrical Connections, and Mystery-“Who done it?” Community engineers from Harris are available at STEM nights to speak to students about various fields.

A third grant from the Society of Women Engineers awarded \$250 to support an RMW all girls Lego Robotics team. In January, 2008, Williams Elementary provided funding for one teacher, the originator of the three grants, to be trained as a site-based instructor for Great Explorations in Math and Science (GEMS), which involves students in age-appropriate GEMS activities. Problem-based learning is an effective science strategy utilized that enables low-performing and limited-English speakers challenging opportunities to access learning without having to worry about reading comprehension. This strategy encourages all students, regardless of ability, to offer possible solutions.

4. Instructional Methods:

The professional culture at Williams Elementary expects teacher competence in the application of effective strategies for instruction, management, and classroom curriculum design for each core program. Thinking Maps is universally utilized by teachers, K-6, in the content areas to develop and organize cognition. Teachers strive to improve student learning by enhancing curricular and instructional opportunities for all students in learning-style friendly classrooms. Our model of teaching takes into account the multiple intelligences, how to teach using those styles, and format lesson designs for diverse learning levels. Student achievement benchmarks provide reliable and valid measures for adjusting instruction, responding to intervention needs, and evaluating student progress.

In the state assessed curriculum areas of reading, writing, mathematics, and science, student data and testing information drives decision-making and accountability for teacher teams, grades 3-6. Progress monitoring data and other diagnostic information, grades K-6, are important components for creating flexible groupings that provide explicit instruction in response to intervention needs in reading and mathematics. Individual Educational Plans (IEPs) for exceptional education and Progress Monitoring Plans (PMPs) align instruction and the assessment processes to promote effective student performance.

To achieve results, teachers respond to learners’ needs by providing differentiated, small group instruction and time for direct work with individuals as a daily activity. Teachers utilize a classroom management system of procedures and routines to guide student movement between groups and literacy centers. Lessons are modified for some students and expanded to challenge high achievers. Differentiation is achieved through use of ELL and CRISS strategies, modeling, supplemental resources, leveled reading in core areas, flexible skill groups, literature circles, and manipulatives for concrete experiences.

Activities incorporate current materials such as GEMS, Cheryl Cox, Julie Teague, and Mountain Math/Language. PowerPoint presentations by students and teachers support learning and achievement. Relevant, interactive lessons like Ginger Bread Man mapping, letters to troops for journaling, Metric Olympics, a student-created Native Florida Museum, and Poetry Reading with families illustrate teacher commitment to enhance instruction for all groups of learners. Students take advantage of the school wide Book Exchange program for greater access to leisure reading materials.

Instructional services such as the after-school Academic Support Program, Saturday School, differentiated lesson plans, explicit instruction in small groups, and targeted intervention activities contribute to the continual

gain in learning for student groups. Additionally, teachers assist students in setting growth goals and objectives for improving personal performance. Students who perform at FCAT Levels 4 and 5 are challenged by participating in the gifted student program, if eligible, and accelerated lessons provided by the classroom teacher. It is our belief that all student groups are entitled to a rigorous program of instruction; whereby, students access the curriculum by engaging in relevant, hands-on lessons designed for diverse learners.

5. Professional Development:

As a fidelity check, RMW teachers and administrators annually conduct self-assessments that focus on curriculum areas. As a guide, the BPS “Quality Indicators” checklists for the core academic areas are reviewed to ensure the availability of tools and professional development opportunities for improving student learning. Teachers meet in teams to focus and connect the curriculum vertically from one grade to the next and within the same grade for continuity. Our aim is to apply common practices by grade level that pertain to grading procedures for progress reports, homework, assessment processes, web sites, and newsletters.

Williams Elementary has a culture of collaboration as illustrated by the long list of 3T, Teachers Teaching Teachers, workshops that originate with our National Board Certified Teachers. 3T workshops relate to classroom strategies that support students. Training topics address technology integration, running records, tools for reading comprehension, Six Traits Writing, PowerPoint presentations for use with students, elaboration, vocabulary development, math tools, Love & Logic, and the Edline web-based program for parent/teacher communication.

Using science as a model for teacher collaboration, family support activities and in-school field studies successfully integrate the curriculum through interactive lessons. Example activities are:

- Big 11 Blitz, a 2-day immersion using the most essential science concepts;
- Fifth grade mentoring relationships with lower grades;
- Expert visits; Stumped on Science family help nights;
- Agog with Frogs and Butterfly & Bulbs school-wide projects; and
- Science Fair Extravaganza.

The Williams Elementary framework that is associated with the Glasser Quality School model positively influences professional interactions and helps establish competence-based classrooms where everyone believes that others have their welfare in mind. We have successfully moved to a system in which individuals cooperate in planning, support one another, and continually work to evaluate and improve student achievement. Training received by a school-based team, Creating a High Performing Culture, distributed by Southern Regional Education Board, is applied, which conforms to the Quality Schools model for designing a top-notch environment. As a top-notch school, we focus on student learning, set high expectations, and model an optimistic, “can-do” attitude.

6. School Leadership:

As a Glasser Model Quality School, our aim is to achieve academic excellence and create a joyful atmosphere. A lead management approach is utilized that relies on internal control psychology to develop a shared picture needed for achieving quality. Leading staff is similar to leading a classroom. Our teachers work with students to develop shared pictures for doing highest-quality work that reflects competence. By using a lead management model, the faculty initiates meaningful programs that prepare students for the 21st century. Academic excellence is achieved when administrators, teachers, parents, and students take some responsibility for leading initiatives that support personal growth and school improvements.

A successful school is created when teachers are genuinely valued and supported. By fostering true collaboration and engaging the faculty, energy is generated for continuous improvement. As research shows,

students do better academically in a school that cultivates internal motivation. Using self-evaluation, motivated by wanting to constantly improve, we work as a team, and discover refinements to our existing systems.

Leadership activities offer opportunities for students to excel and develop listening, speaking, writing, and thinking skills by participating in clubs and performance groups. Williams Elementary supports teacher-sponsored clubs to develop student leadership and competence. Examples of the clubs include Closed Circuit Television (CCTV) productions, Legos (grades 1& 2), Lego Robotics, Odyssey of the Mind, Call of the Crane student editorial newspaper, scrabble, chess, running, Young Authors Conference, Quality Literature Day, Readers Theatre, after-school literature circles, math, strings, and chorus. The CCTV teams place at state level competitions for their productions and the OM team attended the 2005 international competition. Annually, RMW students place at district competitions. The student development activities support friendly, trusting relationships between students and teachers, and among students, parents, teachers, and administration. Quality work does not exist in a coercive, adversarial environment.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Sunshine State Standards

Edition/Publication Year: 2004-2008

Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	90	97	84	85	76
% Advanced	20	14	13	17	20
Number of students tested	103	104	116	129	100
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	75	100	77	79	42
% Advanced	15	9	13	3	0
Number of students tested	20	23	31	37	26
2. Racial/Ethnic Group (specify subgroup): White					
% Proficient plus % Advanced	94	99	92	89	90
% Advanced	27	16	16	21	27
Number of students tested	70	70	62	71	63
3. (specify subgroup): Black					
% Proficient plus % Advanced	70	96	73	76	38
% Advanced	5	5	8	3	4
Number of students tested	20	21	26	33	23
4. (specify subgroup): Multi-Racial					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading
Edition/Publication Year: 2004-2008

Grade: 3 Test: Sunshine State Standards
Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	82	80	84	81	75
% Advanced	14	3	9	12	12
Number of students tested	103	104	116	129	100
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	70	70	71	65	43
% Advanced	0	0	6	0	0
Number of students tested	20	23	31	37	26
2. Racial/Ethnic Group (specify subgroup): White					
% Proficient plus % Advanced	87	90	92	89	88
% Advanced	19	4	8	13	13
Number of students tested	70	70	62	71	63
3. (specify subgroup): Black					
% Proficient plus % Advanced	65	57	62	67	34
% Advanced	0	0	4	3	4
Number of students tested	20	21	26	33	23
4. (specify subgroup): Multi-Racial					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 4 Test: Sunshine State Standards

Edition/Publication Year: 2004-2008

Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	89	85	82	80	73
% Advanced	16	12	14	12	8
Number of students tested	108	121	108	95	91
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	1	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	76	64	58	48	52
% Advanced	0	0	8	0	0
Number of students tested	21	28	24	23	21
2. Racial/Ethnic Group (specify subgroup): White					
% Proficient plus % Advanced	93	91	89	92	76
% Advanced	19	15	17	15	8
Number of students tested	72	78	66	62	60
3. (specify subgroup): Black					
% Proficient plus % Advanced	76	74	64	42	53
% Advanced	0	11	5	0	5
Number of students tested	21	19	22	19	21
4. (specify subgroup): Multi-Racial					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading
Edition/Publication Year: 2004-2008

Grade: 4 Test: Sunshine State Standards
Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	93	84	81	84	80
% Advanced	14	12	15	16	12
Number of students tested	108	121	108	95	91
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	1	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	81	61	67	51	72
% Advanced	0	4	8	4	0
Number of students tested	21	28	24	23	21
2. Racial/Ethnic Group (specify subgroup): White					
% Proficient plus % Advanced	96	87	88	94	81
% Advanced	18	17	15	18	13
Number of students tested	72	78	66	62	60
3. (specify subgroup): Black					
% Proficient plus % Advanced	86	68	55	58	72
% Advanced	0	5	5	0	5
Number of students tested	21	19	22	19	21
4. (specify subgroup): Multi-Racial					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 5 Test: Sunshine State Standards

Edition/Publication Year: 2004-2008

Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	86	80	72	69	62
% Advanced	19	22	10	6	10
Number of students tested	112	111	100	101	105
Percent of total students tested	99	99	100	100	100
Number of students alternatively assessed	1	1	0	0	0
Percent of students alternatively assessed	1	1	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	65	48	39	54	35
% Advanced	10	0	0	0	0
Number of students tested	20	23	28	24	23
2. Racial/Ethnic Group (specify subgroup): White					
% Proficient plus % Advanced	92	90	82	73	77
% Advanced	21	21	12	8	11
Number of students tested	75	73	66	63	64
3. (specify subgroup): Black					
% Proficient plus % Advanced	56	40	38	45	29
% Advanced	6	5	0	0	4
Number of students tested	16	20	16	20	28
4. (specify subgroup): Multi-Racial					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading
Edition/Publication Year: 2004-2008

Grade: 5 Test: Sunshine State Standards
Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	87	89	79	86	75
% Advanced	15	15	14	11	8
Number of students tested	113	110	100	102	105
Percent of total students tested	99	99	100	100	100
Number of students alternatively assessed	1	1	0	0	0
Percent of students alternatively assessed	1	1	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	65	74	43	68	56
% Advanced	10	0	7	4	0
Number of students tested	20	23	28	25	23
2. Racial/Ethnic Group (specify subgroup): White					
% Proficient plus % Advanced	91	92	88	90	88
% Advanced	20	15	20	13	9
Number of students tested	76	73	66	63	64
3. (specify subgroup): Black					
% Proficient plus % Advanced	63	75	31	70	50
% Advanced	13	10	0	5	4
Number of students tested	16	20	16	20	28
4. (specify subgroup): Multi-Racial					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics
Edition/Publication Year: 2004-2008

Grade: 6 Test: Sunshine State Standards
Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	90	82	73	76	66
% Advanced	30	20	17	19	7
Number of students tested	106	97	93	109	107
Percent of total students tested	99	100	99	99	99
Number of students alternatively assessed	1	0	1	1	1
Percent of students alternatively assessed	1	0	1	1	1
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	65	50	41	50	43
% Advanced	0	5	9	0	0
Number of students tested	17	22	22	20	23
2. Racial/Ethnic Group (specify subgroup): White					
% Proficient plus % Advanced	97	84	76	83	76
% Advanced	33	23	20	24	10
Number of students tested	69	69	59	66	68
3. (specify subgroup): Black					
% Proficient plus % Advanced	67	58	53	57	46
% Advanced	11	0	0	4	0
Number of students tested	18	12	15	28	24
4. (specify subgroup): Multi-Racial					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading
Edition/Publication Year: 2004-2008

Grade: 6 Test: Sunshine State Standards
Publisher: CTB McGraw Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	87	91	84	72	69
% Advanced	18	11	12	12	15
Number of students tested	105	97	93	109	107
Percent of total students tested	99	100	99	99	99
Number of students alternatively assessed	1	0	1	1	1
Percent of students alternatively assessed	1	0	1	1	1
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced	65	82	59	45	43
% Advanced	0	5	0	0	4
Number of students tested	17	22	22	20	23
2. Racial/Ethnic Group (specify subgroup): White					
% Proficient plus % Advanced	96	91	88	85	80
% Advanced	16	12	15	15	16
Number of students tested	69	69	59	66	68
3. (specify subgroup): Black					
% Proficient plus % Advanced	50	83	67	50	38
% Advanced	6	0	0	7	8
Number of students tested	18	12	15	28	24
4. (specify subgroup): Multi-Racial					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes: